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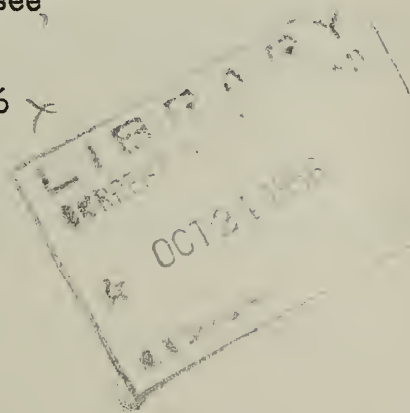
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X A NATIONWIDE VIEW
OF EXTENSION
PRESERVICE AND GRADUATE TRAINING ;

A Report of the Sixth Annual Conference of Senate Committee
on Preservice and Graduate Training for Extension Workers

Knoxville, Tennessee

March 22-23, 1956 X



Committee:

Dean V. E. Kivlin, Wisconsin, Chairman
Dean Harold Howe, Kansas
Miss Ruth Noer, West Virginia
Director J. E. Morrison, Colorado
Mary L. Collings, Federal Extension Service, Secretary

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A NATIONWIDE VIEW OF EXTENSION PRESERVICE
AND GRADUATE TRAINING

A Report of the Sixth Annual Conference on Preservice and
Graduate Training for Extension Workers, Knoxville, Tennessee,
March 22-23, 1956

Forty-eight persons representing State Land-Grant College resident teaching and extension staffs from twenty-nine States met in Knoxville, Tennessee, at the invitation of the Senate Committee on Preservice and Graduate Training for Extension Workers. Committee members who sponsored the conference are:

Dr. V. E. Kivlin, Associate Dean, College of Agriculture, Wisconsin -
Chairman
Dr. Harold Howe, Dean, Graduate School, Kansas
Ruth Noer, Head, Division of Home Economics, College of Agriculture,
West Virginia
J. E. Morrison, Director, Extension Service, Colorado
Mary L. Collings, Chief, Personnel Training Branch, FES

Dr. Kivlin opened the conference with a concise statement of past developments and current purpose. Dean McLeod of Tennessee graciously welcomed the group.

Basic Considerations

The basic considerations of the conference centered around three main issues:

- A. What are the essentials in an undergraduate curriculum for students going into extension work?
- B. How can the teaching of professional extension education courses be improved?
- C. What are the criteria which extension education graduate programs should meet?

A. Undergraduate Curricula

For the discussion of undergraduate curricula separate sections were provided for agriculturists and home economists. In the home economics section Miss Josephine Pollock, Assistant State Leader, Wisconsin, was asked to present the curriculum developed by her under the direction of Miss Frances Zuill, Associate Dean.

In presenting the Wisconsin curriculum, Miss Pollock stated that each institution must travel its own path to develop a curriculum; Wisconsin's experience is only an example of how one institution proceeded. A committee was appointed in 1954 made up of one member of the home economics resident teaching staff from each subject matter area and an equal number of extension personnel from various fields. They drew on the reports and recommendations from the Senate Committee and the Federal Extension Office and got ideas from other States. They reviewed studies of what agents had had in college, what they wished they had had, and what courses they found useful. All staff members who teach the professional extension courses are connected with the education department (agricultural or home economics education). They are testing home economics students to determine what they have acquired in high school or in the home; upon basis of this proficiency examination, girls are put into separate sections but the college does not exempt them from the home economics courses entirely. A copy of this Wisconsin curriculum is attached.

H. J. Putnam, Leader of Studies and Training, Mississippi, led the discussion in the agriculturists' section. The discussion of this group centered on the pros and cons of field experience as an essential of the undergraduate curriculum for prospective extension workers. In support of field experience, the opinion was that it should be provided for credit, with the county agent as the immediate supervisor of the student and with help from the district agent and course instructor. The reason advanced for having field experience during undergraduate years was to determine if the Extension Service wants to employ the student after graduation and to see if the student wants to work with the Service. Performance in course work is not necessarily related to performance on the job; field work is a better predictive test. Those favoring field experience stressed that learning situations for students taking the field experience course should be arranged within the on-going county program and not be improvised just because a student is in the county.

The contrary opinion was that (1) fundamental sciences (social and physical) and other basic courses undergirding extension work may be sacrificed if time is spent on field practices; and (2) we do not know enough about what is necessary in the training of extension agents to say that field experience is valuable. Some held that field experience should be a part of course work in the manner of laboratory practice and not be a separate course in a concentrated period of time.

B. Ways to Improve Teaching in Professional Extension Education Courses

Two major features of the conference program and several of the small group discussions dealt with ways to improve teaching.

Director Ernest Nesius of Kentucky made the keynote speech of the conference, "Ability to Solve Problems - A Major Objective of Extension Education." Director Nesius emphasized that we need to more completely incorporate problem solving in our extension teaching. He identified the problem solving technique as one of 7 steps: (1) Acquire background information about the situation; (2) analyze situation; (3) state the problem; (4) determine alternative courses of action; (5) analyze probable consequences of

various courses of action; (6) test solutions; (7) interpret conclusions.

Mr. Nesius traced the changes taking place in the extension job of the present and future and the need to prepare the new generation of extension workers to think through problem situations and to work with farm people on a problem solving basis.

The teacher, according to this thesis, needs to apply problem solving techniques to his own problems as a teacher. He needs to know first as much as he can about his students. He needs to decide what kind of an extension worker he is trying to develop. For example, the power to make an accurate observation is one of the goals the teachers of professional courses need to train students to achieve.

Roger Lawrence, Training Specialist in Iowa, and K. F. Warner, Training Branch, Federal Extension Service, developed for the group two visuals that might be useful in extension education courses offered to undergraduates going into extension as a profession. Dr. Warner's visual presented the extension organization in blackboard pictures of people rather than in a standardized organization chart. Mr. Lawrence's visual pictured the drives and special interests that conditioned participation of young people in extension youth organizations. The purpose of these two presentations was to demonstrate ways in which the conceptions of extension work might be made vivid and dynamic to students who have not yet had experience as professional extension workers.

Small Group Discussions.

Five small groups were formed for the purpose of discussing some major problems in connection with extension training. Brief summaries of these discussions follow:

TOPIC I - METHODS OF IMPROVING RECRUITMENT.

TOPIC II - RELATIONSHIPS BETWEEN EXTENSION AND RESIDENT INSTRUCTION IN REGARD TO EXTENSION UNDERGRADUATE TRAINING.

Discussed by: H. P. Hanson, Minnesota, Chairman; G. P. Summers, Kentucky; J. M. O'Quin, Louisiana; Elton Lux, Nebraska; Julia Dalrymple, Wisconsin; Jessie W. Harris, Tennessee; J. W. Jones, South Carolina, Secretary.

This group proposes that these methods be tried by States to improve recruitment for extension positions:

TOPIC I. METHODS OF IMPROVING RECRUITMENT.

- a. Use brochures, radio, and television.
- b. Call career opportunities to the attention of high school counselors and others who advise students on job opportunities.

- c. More active recruiting by district and county extension personnel.
- d. District and county extension personnel should inform staff at college about students who are planning to enroll in agriculture or home economics.
- e. Extension specialists and other extension workers should maintain contacts with college students who are former members of 4-H Club or other rural organizations.
- f. Recognize outstanding recruiting service by extension workers.
- g. Extension personnel should participate in college orientation programs.
- h. Sell upper classmen on the idea of recruiting among other college students.
- i. Offer temporary employment to college graduates who are scheduled for military service.
- j. Provide summer employment for college students in 4-H camps and in other extension activities.
- k. Pay higher salaries to new employees who had on-the-job training and/or a college course in extension.
- l. Provide more attractive salaries and promotion policies for extension employees.

TOPIC II. RELATIONSHIPS BETWEEN EXTENSION AND RESIDENT INSTRUCTION.

- a. Resident instruction should be responsible for the extension undergraduate training program.
- b. Extension specialists should be identified with the subject matter departments.
- c. Teachers of extension courses should be members of the resident teaching staff and should participate in curriculum development.

TOPIC III. MAKING UNDERGRADUATE EXTENSION COURSES MORE USEFUL TO STUDENTS.

Discussed by: Dr. Paul Leagans, New York, Chairman; Martha Merrifield, Oklahoma; Lilyan Galbraith, South Dakota; Julia Dalrymple, Wisconsin; Dorothy Houghton, Pennsylvania; Mildred Tate, Virginia; K. F. Warner, Federal Extension Service; Fred Sloan, North Carolina; E. L. Kirby, Ohio;

James Stacey, Kentucky; Eunice Grady, Florida; Thelma Graves, Alabama; Frank Campbell, Wisconsin; Charles Bryant, Georgia; Stanley Richardson, Utah; Secretary.

This group proceeded with the assumption that the courses were established and that whether or not they should be given or more courses should be added could not be discussed by this group in the time provided.

1. What can be done to make the conception of extension's work vivid and dynamic to students who have not yet had experience as professional extension workers?
 - a. Arrange for contacts with extension workers.
 - (1) Get key workers in Extension Service to present background and historical information. One who is enthused and radiates that enthusiasm.
 - b. Make teaching dynamic and/or effective.
 - (1) Start by finding out who the class members are, where they are from, what they have done, what they know about extension, what they would like to know about it, etc.
 - (2) Build the course to meet student needs and interests.
 - (3) Use visual aids - charts, maps, diagrams.
 - (4) Discuss needs and interests of individuals. Later they will use the same methods in extension work.
 - (5) Use questions to challenge their thinking and stimulate interest. (Experienced persons as well as beginners often do not know the background of extension work.)
 - (6) Make use of press, radio, television, and other publicity.
 - (7) Use a special problem or problems relating to known situations and see how well students can work out a solution.
 - (8) Appoint a committee of students to help develop the course of study.
 - (9) Use student committees and other involvement techniques in teaching the class. Students can participate in demonstrations, exhibits, etc., and in evaluating the performance or teaching.
 - (10) An introductory, exploratory class might be used under certain conditions.
 - (11) Provide actual field experience.
2. To what extent can instructors draw on students for discussions in undergraduate courses?
 - a. Use students to formulate questions for further study.
 - b. Draw upon students as far as their backgrounds will permit.
 - c. Use as many techniques as possible to involve the students - committees, panels, symposiums, etc.

Summary: Every effort should be made to maintain a favorable social, informal, educational atmosphere.

Finally in undergraduate teaching set a good example of extension teaching.

TOPIC IV - WHAT ARE PRACTICAL WAYS TO FIT IN FIELD EXPERIENCE

Discussed by: A. S. Leland, Massachusetts; W. D. Murphy, Illinois;
Vice Director R. W. Moore, Tennessee.

The ideas discussed followed this pattern of thought:

1. Objectives of field experience course.
 - a. To obtain an appraisal of students as potential extension workers.
 - b. To provide students a broad viewpoint of extension organization, philosophy, and methods,
 - c. To provide training in leadership.
 - d. To provide field experience and training under the direction of a selected experienced extension worker.
2. Student tours, conferences with agents, observation of mock practice teaching - advantages and disadvantages of each.
 - a. Student tours - Advantages - accommodates a relatively large number of students, requires a minimum of preparation and supervision. Disadvantages - teaching is superficial, limited in scope.
 - b. Conferences with agents - Advantages - provides personal contact for students, if in the agent's office it provides an opportunity for student to observe office organization and management.
Disadvantages - offers a limited view of extension work, training is superficial.
 - c. Practice teaching - Advantages - provides an opportunity for a wide scope of training over a period of time - 1-3 months; places the student in a county where actual problems are faced; offers experience in many extension methods; offers the opportunity to allow the student to assume responsibility under the guidance of an experienced agent; offers the opportunity to observe the experienced agent carry on a variety of work and use a variety of methods. Disadvantages - It costs money to pay a nominal salary and expenses to a trainee; considerable care must be exercised in selecting and training the trainers;

some of the most promising students cannot take three months during the summer because of the need of (1) earning money to help with schooling or (2) reserve military training.

3. Special credit.

College credit is desirable if:

- a. The student is placed with an agent willing and able to assume responsibility for training.
- b. The student has a specific study plan and writes a term paper concerning the work done.
- c. The student and the trainer has adequate supervision.
- d. Capable students who have an interest in extension are selected for training.

4. Problems of scheduling; expenses.

Assignments of trainees to training counties should be made by the district supervisors and the person in charge of training. The trainee and trainer should be given an opportunity to confer in the county prior to final assignment. If expenses are to be paid by the county an understanding regarding details should be reached prior to final placement.

5. Preparing agents for handling field experience.

- a. Conference with district supervisor.
- b. Conference for training agents at the University to discuss details and methods.

6. Materials.

- a. A training guide -- several States have ample training guides which may be adapted.
- b. Evaluation forms to be used by the trainer and by the trainee.

7. Supervising and evaluating field experience.

- a. District supervisors responsible in the field.
- b. Person in charge of training responsible for final evaluation based on monthly reports, term paper and evaluation by trainee after conference with district supervisor.

TOPIC V - RESEARCH NEEDED IN THE FIELD OF EXTENSION TRAINING.

Discussed by: Statie E. Erikson, Kentucky; E. J. Kreizinger, Washington; Roger Lawrence, Iowa; Ruth D. Noer, West Virginia; J. A. Duncan, Virginia; Cleo Fitzsimmons, Indiana; Lloyd R. Wilson, South Dakota; E. J. Nesius, Kentucky, Chairman; Emory Brown, Secretary, Pennsylvania; Josephine Pollock, Wisconsin; John Stone, Michigan; Dean J. H. McLeod, Wisconsin, Dean Harold Howe, Kansas; Dean V. E. Kivlin, Wisconsin; Lulu Black, Illinois.

The consensus was that these are problems for further research:

1. What kind of undergraduate program do we want? Is a broad background a better preparation for county workers or a highly specialized undergraduate curriculum?
2. What kind of job is the extension job? What kind of human specimen do we want? What is a successful agent?
3. What are the criteria for assessing attainments of the extension worker?
4. How can we analyze the county situations with the worker?
5. What criteria should be used in selecting extension workers?
6. How long should an inservice training program be? How can we appraise abilities?
7. Of what value are the methods we now have for judging people in extension?

TOPIC VI - RATINGS OR PERSONNEL EVALUATIONS AS A BASIS OF SALARY INCREASES.

Discussed by: Jack Rogers, Missouri; Errol Hunter, Oklahoma; Tom Morgan, South Carolina.

The group's ideas may be summarized under three subheadings:

1. Recognition for advanced training.

We recognize advanced training as one factor and an important one in any scheme of rating. It should not, however, in itself guarantee a salary increase but should prepare the employee to render superior service, which service would result in salary increase.

2. Methods used.

Methods should involve a number of different people in rating an individual. One such person should be the one being rated so he may use the results of rating for self-improvement.

Rating forms can be important guides for salary adjustments, self improvement, etc., but can be looked upon only as guides, not the final answer.

3. Getting acceptance of county workers.

Bring them into the development of the rating form and procedure at the earliest possible moment.

4. Suggest a compilation of rating sheets and techniques with brief analysis of each for use of State people.

Also research may be useful in instances where there are wide differences of opinion.

C. What are the Criteria Which Extension Education Graduate Programs Should Meet?

In preparation for the discussion of this topic, Dean Howe, Kansas, Senate Committee member, representing the Graduate Council, asked each of the nine schools offering graduate programs in extension education during 1955 to respond to nine questions. The summary of their replies was presented to the conference group for review and discussion by an "opposing panel" made up of two "questioners" -- Dean Howe, (Kansas) speaking from the standpoint of a Graduate Dean, and Fred Sloan, (North Carolina) speaking from the standpoint of an extension leader of training. These two "questioners" analyzed the descriptions of graduate offerings as one part of the panel. The representatives of the institutions offering the nine programs were the other part of the "opposing panel." They answered the questions raised in terms of the viewpoint of their institutions.

Main questions raised were:

1. What is meant by the term graduate programs in extension education? There are apparently some differences in the interpretation of "extension education," the questioners pointed out. There is a standard label but not much agreement as to content or character of the program. Should this difference exist? Be encouraged? When the label is standard shouldn't there be some core of courses which might be characterized as extension education? Have these universities applied a standard name in order simply to attract students? Are there distinguishing characteristics or is the difference only in atmosphere.
2. If graduate programs with such fundamental differences in content and organization can all be called programs in extension education, may not our list of nine universities with such programs be too limited? Might not other programs qualify as well as these nine?

In answer to these questions raised the various representatives of the nine institutions stated that: (1) in order to oppose the setting up of the courses in the school of education, it was called agricultural extension education; it could have been called social science; (2) the purpose for establishing the program was to get some generalization into the masters' program, it doesn't matter what it is called; (3) one of the major differences in the extension education program that distinguishes it from the other social science programs is the type of research done. One State first faced the difficulty of breaking down the concept of major, minor emphasis; they needed a flexible program and an opportunity to adapt study to the needs of the student on the basis of experience.

To focus thinking on a positive way of looking at the criteria for graduate programs in extension education, Dean Howe concluded this analysis by distributing to the conference group a statement prepared at the request of Dean Kivlin. This statement set forth criteria for graduate programs in extension education as a tentative draft of suggestions presented for the purposes of discussion. Revisions indicated by the groups were made by Dean Howe (see copy attached) preparatory to its review by the Committee in November 1956 for approval.

Through the Eyes of Students.

The concluding part of the conference program was a panel discussion by three extension State staff members who have recently studied in the graduate programs at Colorado A. & M., Cornell, or Wisconsin. The panel discussed the topic: "An Appraisal of My Graduate Study Program in Extension" under three main headings:

- (1) What they expected to get and why; (2) what was available;
- (3) what were the strong and weak points in the study program they carried on.

The trio expected to: learn methods (how to teach); how to help people on interrelated management problems; get an understanding of human relations, extension philosophy and objectives.

They found that the work provided and the counsel of advisers made available just about all they were expecting to get. The strong points they thought were: Students are able to focus work on their own problems; advisory committees gave well-organized sympathetic direction; exchange of ideas with many other extension students at all three schools; some excellent teachers; the thesis was one of the really worthwhile parts of the program. Those who had only one semester on the campus during the regular school term found this to be a handicap, the on-the-job phase was not nearly so productive. It was a definite weakness when instructors did not know extension work and all the translation of language and theory to practice had to be done by students. They appealed for more help for the students in getting their thesis problems done. They felt that more attention

should be given to the evaluation process; as now brought in it is not adequate.

In the closing summary of the meeting Dean Kivlin asked for group opinions regarding the next annual meeting. There were suggestions to include more on: training research; identifying core courses that professional leaders of training need; induction training; the relation of the National Center to the work of this conference. Proposals were made that (1) work committees be set up in advance and meet at conference time to report as the meeting opens; (2) study of the curriculum building process be done in workshops patterned after those on the regional extension summer schools.

Enclosures:

Program.

List of participants.

Wisconsin Home Economics Curriculum.

Dean Howe's criteria.

Summary of Graduate Programs in Extension Education.

Program
Conference on Preservice and Graduate Training
March 22-23, 1956

Andrew Johnson Hotel
Knoxville, Tennessee

THURSDAY, MARCH 22

Presiding - Dr. V. E. Kivlin, Associate Dean and
Chairman of Senate Committee

9:00 a.m. Welcome - Dr. J. H. McLeod, Dean and Director,
College of Agriculture, Tennessee

Introductions

10:00 a.m. Ability to solve problems - a major objective of
extension education - Ernest J. Nesius, Associate
Director, Extension Service, Kentucky

Discussion

Lunch

Presiding - Howard D. Finch, State Supervisor,
Extension Education and Evaluation, Colorado

1:00 p.m. Visualizing an idea in teaching extension education -
Roger A. Lawrence, Extension Specialist in
Training, Iowa
K. F. Warner, Personnel Training Branch, Federal
Extension Service

2:30 p.m. Recess

2:45 p.m. Small group discussions

4:00 p.m. Adjournment

Tour of campus

Dinner

7:30 p.m. Movie - "All I Need is a Conference"

FRIDAY, MARCH 23

Presiding - Miss Ruth D. Noer, Head, Division of Home
Economics, College of Agriculture,
West Virginia

- 8:30 a.m. What are the essentials in an undergraduate curriculum for:
- a. Home economics extension agents
 - b. Agricultural agents

Sectional Meetings

For home economists: Josephine Pollock, Assistant
State Leader, Wisconsin
discussion leader

For agriculturalists: H. J. Putnam, Leader, Studies
and Training, Mississippi,
discussion leader

Recess

- 10:30 a.m. Review of current graduate programs in extension education.
An "Opposing Panel":
Representatives from institutions offering
graduate programs in extension education; with
Fred Sloan, State Leader, Program Planning,
North Carolina, and Dean Harold Howe, Graduate
School, Kansas.

Lunch

Presiding - Dean Kivlin

- 1:30 p.m. An appraisal of my graduate study program in extension
- Personnel who have recently studied at:
Colorado - James K. Stacey, Area Agent, Kentucky
Wisconsin- Frank Campbell, Extension Training
Specialist, Wisconsin
- Discussion leader - E. L. Kirby, Assistant Director
of Extension Personnel and Training, Ohio.

Recess

- 3:00 p.m. Criteria for graduate programs in extension education.
Dean Harold Howe, Kansas.

Discussion

- 4:30 p.m. Adjournment

Federal Extension Service
USDA

CONFERENCE ON PRESERVICE AND GRAUDATE TRAINING
Andrew Johnson Hotel, Knoxville Tennessee
March 22 and 23, 1956

NAMES AND TITLES OF PARTICIPANTS*

ALABAMA

Miss Thelma Graves, Head, Home Demonstration Department, School of
Home Economics, Alabama Polytechnic Institute

COLORADO

Howard D. Finch, State Supervisor, Extension Education and Evaluation,
Colorado A and M College

FLORIDA

Miss Eunice Grady, Assistant to State Home Demonstration Agent,
Training Program, University of Florida

GEORGIA

Charles Bryant, Agricultural Extension Economist, College of Agriculture

ILLINOIS

Miss Lulu Black, Assistant State Leader in charge of Studies and Training,
Extension Service, University of Illinois
W. D. Murphy, Associate Professor of Agricultural Extension, University of Ill.

INDIANA

Dr. Cleo Fitzsimmons, Head, Department of Home Management, School of
Home Economics, Purdue University

IOWA

Roger Lawrence, Extension Specialist in Training, Extension Service,
Iowa State College of Agriculture

KANSAS

Harold Howe, Dean, Graduate School, Kansas State College of Agriculture

* Revised List

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G. P. Summers, Personnel and Training Officer, Extension Service, University of Kentucky

LOUISIANA

Julius O'Quin, Assistant State Agent and Professor, Agricultural Extension Education, Extension Service, Louisiana State University

MASSACHUSETTS

Allen S. Leland, County Agricultural Program Leader, Extension Service, University of Massachusetts

MICHIGAN

Dr. John T. Stone, Professor, Agricultural Administration and Staff Training Officer, Extension Service, Michigan State University

MINNESOTA

H. P. Hanson, Assistant Professor, Field Studies, Extension Service, University of Minnesota

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MISSOURI

F. E. Rogers, State Extension Agent, Extension Service, University of Missouri

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NORTH CAROLINA

Fred Sloan, Extension Professor and State Leader, Program Planning,
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Miss Martha Merrifield, Associate Professor, Household Arts, Division of
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Dorothy Houghton, Assistant Dean, Resident Instruction, College of Home
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Professor and Head, Department of Home Management, School of Home
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University of Tennessee
Jessie W. Harris, Vice Dean, College of Home Economics, University of
Tennessee
Dr. Phyllis Ilett, Professor, Home Management, Family Economics, Experiment
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J. H. McLeod, Dean and Director, College of Agriculture, University of
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UTAH

Stanley Richardson, Agricultural Economics Department, Utah State
Agricultural College

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James A. Duncan, Associate Professor and Extension Specialist, Older
Youth, Virginia Polytechnic Institute

Mildred T. Tate, Head of Home Economics Department, Virginia Polytechnic
Institute

WASHINGTON

E. J. Kreizinger, State Leader of Extension Research and Training,
Extension Service, State College of Washington

WEST VIRGINIA

Miss Ruth D. Noer, Head, Division of Home Economics, College of Agriculture
West Virginia University

WISCONSIN

Frank Campbell, Personnel Training Specialist, Extension Service, College
of Agriculture

V. E. Kivlin, Associate Dean, College of Agriculture

Miss Josephine Pollock, Professor, Home Economics Education, College of
Agriculture

Miss Julia Dalrymple, Associate Professor, School of Home Economics,
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